

Needs Assessment

SD DOE Staff
April 2008

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Needs Assessment

- Q1 – Committee
- Q2 – Stakeholder input
- Q3 – Data Sources
- Q4 – Results of CNA
- Q5 – Annual Review
- Q6 – Prioritized Needs
- Q7 – Goals, Objectives, Strategies

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Private School CNA

- ❑ Each private school located within district boundaries that chooses to participate in NCLB federal programs must also complete the questions for this section.
- ❑ A word document has been created for the private schools to use to enter their information.
- ❑ The district is responsible for encoding that information into the egrant.

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NA for Non-Public Schools

- ❑ Districts with a private school(s) located within district boundaries must work with the private school to obtain information about the private school's needs assessment process.
- ❑ A word document has been created for the private schools to complete.
- ❑ The public district is responsible for encoding that information into the egrant.

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Special Education

- ❑ Districts may again meet the requirement for a plan for Special Education indicators within the consolidated application.
- ❑ A resource document is found on the left hand side of the home page for the egrant.
- ❑ A PowerPoint is available at:
<http://doe.sd.gov/oess/specialed/SPP/PIIPoptionApril08.ppt#2>
- ❑

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Planning Committee

1. List the members and positions of the consolidated application planning committee. [Section 1112(d)(1) of ESEA]
Your answer must include the following:
 - ❑ *A list of the names of the members of the committee. The committee must include administrators, special education staff, Title I staff, other Title program directors, K-12 teachers, parents, and community or board members;*
 - ❑ *At least one teacher, administrator & parent per grade span must be included.*
 - ❑ *The position within the district that each person is representing;*

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Stakeholder Input

2. Describe how staff, parents, and community members were involved in the design of this consolidated application.

Your answer must include the following:

- ☐ *A description of how broad based input beyond the consolidated application committee was gathered. Write about formal and informal meetings, surveys, email, and telephone calls;*
- ☐ *Describe how the district documents this involvement.*

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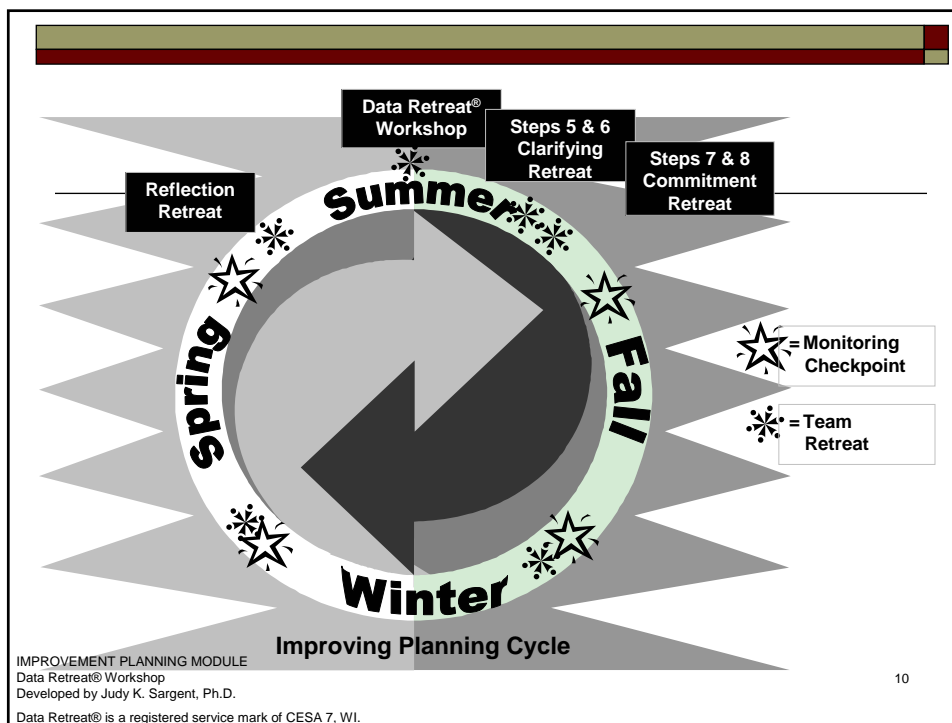
Data Sources

3. Check which specific data sources were analyzed as part of the LEA (district) comprehensive needs assessment:
- ☐ Student Achievement Data
 - ☐ LEP (Limited English Proficiency) test of identification (LAS or IPT)
 - ☐ Annual test of Progress for English Acquisition (DELP)
 - ☐ Review of annual district and school report cards
 - ☐ Surveys (Please check which surveys) was/were completed)
 - ☐ Migrant Program Data
 - ☐ North Central Review
 - ☐ Technology Audit
 - ☐ Safe and Drug Free Schools Data
 - ☐ Staff Data
 - ☐ Program Data (evaluation results of individual program: Title I, after school program, etc.)
 - ☐ Family and Community Data (participation and involvement, support, etc.)
 - ☐ Special Education Reports and Information
 - ☐ Other (check the box to enable typing capability)

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Comprehensive Needs Assessment (CNA)

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Data Retreat®

- 4 lenses
 - Student data
 - Programs & Structures Data
 - Professional Practices Data
 - Family and Community Data

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Data Retreat®

- Modules
 - Literacy
 - Math & Science
 - High School
 - Special Education
 - Safe & Healthy Schools
 - Early Learning
 - English Language Learners
 - Improvement Planning

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Results of CNA

4. Describe the process used to complete the district's comprehensive needs assessment (CNA) and the results of that review.

Your answer must include the following:

- ❑ **WHEN** the comprehensive needs assessment was conducted, give date (must be completed well in advance of application submission);
- ❑ **WHO** was involved with the analysis of the data;
- ❑ **HOW** the comprehensive needs assessment was accomplished.
- ❑ Summarize the **RESULTS** of the CNA.

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Annual Review Process

5. Describe the process the LEA used to annually review and revise its consolidated application. [Section 1112(d)(3) of ESEA]

Your answer must include the following:

- ❑ A detailed description of how your 2007-2008 application **WAS EVALUATED**;
- ❑ Whether or not you reached the goals and objectives identified for 2007-2008;
- ❑ A detailed description of how the results of the comprehensive needs assessment was used;
- ❑ Describe what adjustments or changes to the 2007-2008 goals, objectives or strategies, if any, were made for the 2008-2009 application;
- ❑ Describe how the consolidated application committee was involved in this process during 2007-2008;
- ❑ At least one formal meeting of the committee is required. State the date of that meeting.
- ❑ (Your answer should describe what has happened and should be written in past tense.)

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Prioritized Needs

6. List the district's strengths and weaknesses based on the results of the comprehensive needs assessment.
- ☐ These should be brief statements or phrases.
 - ☐ Prioritize only the areas that will be addressed with federal funds through the consolidated application..
 - ☐ There must be at least one need prioritized for each use of funds (technology, professional development, preschool, etc.)

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Goals, Objectives & Strategies

- 7. Describe the district's action plan for raising student achievement. Include in your answer how professional development, parent and community involvement, and technology are imbedded in the action steps of the goals. Use the worksheet provided through egrant system.**

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Goals, Objectives & Strategies

Your answer must include the following:

- The NCLB goal(s) that correlate with the need(s). The goals are broad statements at the district level.
- Objectives that reflect the needs of the district as a whole; each grade span; specific schools, if warranted (school improvement, colony school); and individual student groups. Objectives must be measurable in terms of student outcomes (except NCLB goal 3 which is teacher centered). Objectives must be listed for the period of the application, 2008-2009.
- Multiple strategies should be listed for each objective.
- Appropriate indicators must be identified for each strategy.
- Funding sources must be noted.
- Title IV – please be sure to list all programs/curricula/strategies that have an impact on Title IV, even if they are not funded by Title IV, to give the reviewers a more complete picture of what services you are providing.

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NCLB Performance Goals

NCLB funds must be used to support one or more of the five goals.

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NCLB Goal 1a:

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.
 - Special Education Indicators
 - Indicator 3 – Assessment
 - Indicator 5 – Age 6-21 Least Restrictive Environment
 - Indicator 6 – Age 3-5 Least Restrictive Environment
 - Indicator 7 – Preschool Outcomes
 - Indicator 8 – Parent Survey

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NCLB Goal 1b:

- By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in math.
 - Special Education Indicators
 - Indicator 3 – Assessment
 - Indicator 5 – Age 6-21 Least Restrictive Environment
 - Indicator 6 – Age 3-5 Least Restrictive Environment
 - Indicator 7 – Preschool Outcomes
 - Indicator 8 – Parent Survey

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NCLB Goal 2:

- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - All districts with colony students and those participating in Title III grants or consortiums must address this goal.
 - Others with smaller numbers of LEP students may also want to address this.

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NCLB Goal 3:

- By 2005-2006, all students will be taught by highly qualified teachers.
 - All districts should address this goal. If all core content teachers are highly qualified and all classes taught by HQT, indicate so. Otherwise, indicate the district's plan to reach 100%.
 - College classes to help core content teachers meet the requirements to be highly qualified
 - Classes, test preparation, and test costs for Title I paraprofessionals to become qualified
 - Not for general professional development

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NCLB Goal 4:

- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
 - Special Education Indicator
 - Indicator 4 – Suspension and Expulsion

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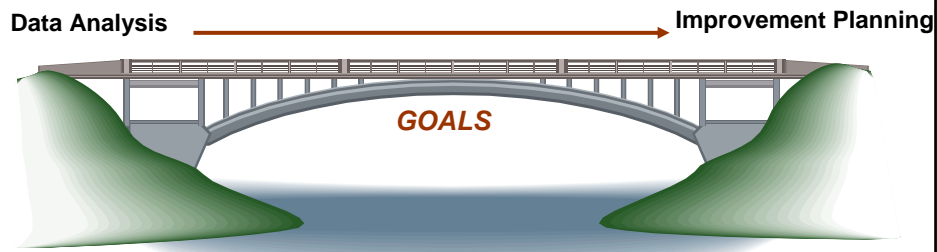
NCLB Goal 5:

- All students will graduate from high school.
 - Special Education Indicators
 - Indicator 1 – Graduation Rate
 - Indicator 2 – Dropout Rate
 - Indicator 14 – Post-School Outcome

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Improvement Goals

Improvement goals are the bridge from data analysis to improvement planning.



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Translating Issues Into Objectives

Write objectives that ...

- Include an action verb
- Describe the intention of accomplishments
- Addresses the issue and connects to the goal.
- Object identifies the focus of the action performed by the doer.
 - Goals 1a, 1b, 2, 4, and 5 = focus on students
 - Goal 3 = focus on teachers
- Measurable outcome is clearly stated.

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Criteria for Objectives

- ❑ Measurable
 - actual figures, how much improvement
 - By when? Measured by?
- ❑ Multiple objectives cover all grades in district
- ❑ Objectives included for subgroups and schools not making AYP

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Crafting the Objective



Staff who will do
the work



Commitment

We will

(specific skills)

of

(subgroups and grade levels of students)

so that

(percent of students)

will demonstrate

(level of performance)

as measured by

(name of assessment)

by

(month and year)

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Examples

□ DO

By the end of the 2008-09, 90% of elementary students district wide will be proficient or advanced in reading achievement as measured by grades 3-5 performance on the Dakota Step Test.

By the end of the 2008-09, 90% of middle school students district wide will be proficient or advanced in reading achievement on the Dakota Step Test.

By the end of the 2008-09 school year, 85% of students in grades 9-12 district wide will be proficient or advanced in reading achievement as measured by the Dakota Step Test given to 11th graders.

□ DON'T

Students will be proficient or advanced in reading achievement.

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Examples

□ DO

By the end of the 2008-09 school year, the number of behavior incidents for grades 5-12 district wide will be reduced by 5% as shown on school incident report records.

By the end of the 2008-09 school year, the number of students in grades 7-12 district wide reporting alcohol use 3 or more times in the last 30 days will decrease by 5% as shown on the SD Youth Risk Survey.

□ DON'T

Student behavior will improve this year.

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Examples

□ DO

82% of all identified students in grades K-5 district wide will score at or above a proficient level in reading as measured by the DELP Test in 2008.

82% of all identified students grades 6-8 district wide will score at or above the proficient level in reading as measured by the DELP Test in 2008

72% of all identified students in grades 9-12 district wide will score at or above a proficient level in reading as measured by the DELP Test 2008.

□ DON'T

English language acquisition will improve

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Strategies

What are you going to do?

When? How? Who? With what?

A strategy is a specific action to be carried out by one or more specific staff persons.



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Indicators

- ❑ Objectives are measurable in their own right, the indicator is included in the objective statement.
- ❑ What indicator will tell us if this strategy is effective?
- ❑ Indicators are paired with each strategy.
- ❑ This match is important so that the objective and strategies can be evaluated at the end of the year.
- ❑ Classroom, formative, benchmark assessments
- ❑ Implementation data

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Examples of Indicators

- ❑ Dakota STEP
- ❑ DELP
- ❑ DRA (All Schools)
- ❑ STAR Reading (Title I Schools)
- ❑ Diagnostic reading assessments
- ❑ Reading Inventories
- ❑ Building and grade level curriculum map reviews
- ❑ Achievement Series results Grade reports from the Native American tutoring program
- ❑ Teacher/Parent contact logs
- ❑ Curriculum map reviews
- ❑ 6+1 writing training
- ❑ State writing assessment
- ❑ 6+1 Traits of Writing rubrics
- ❑ Anecdotal record of writing assignments in



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Funding Source

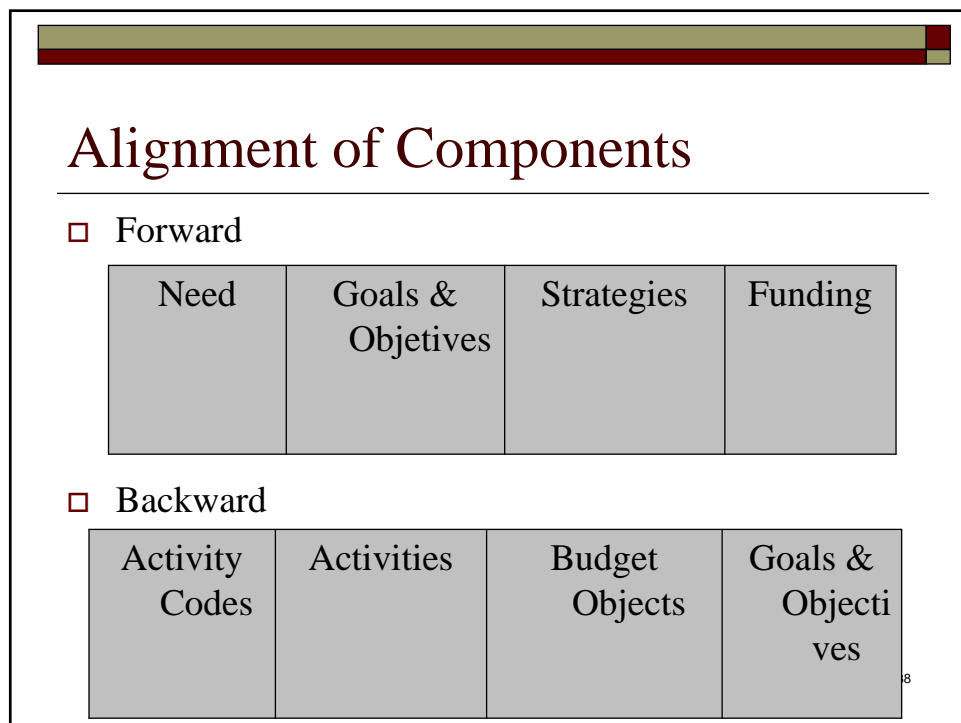
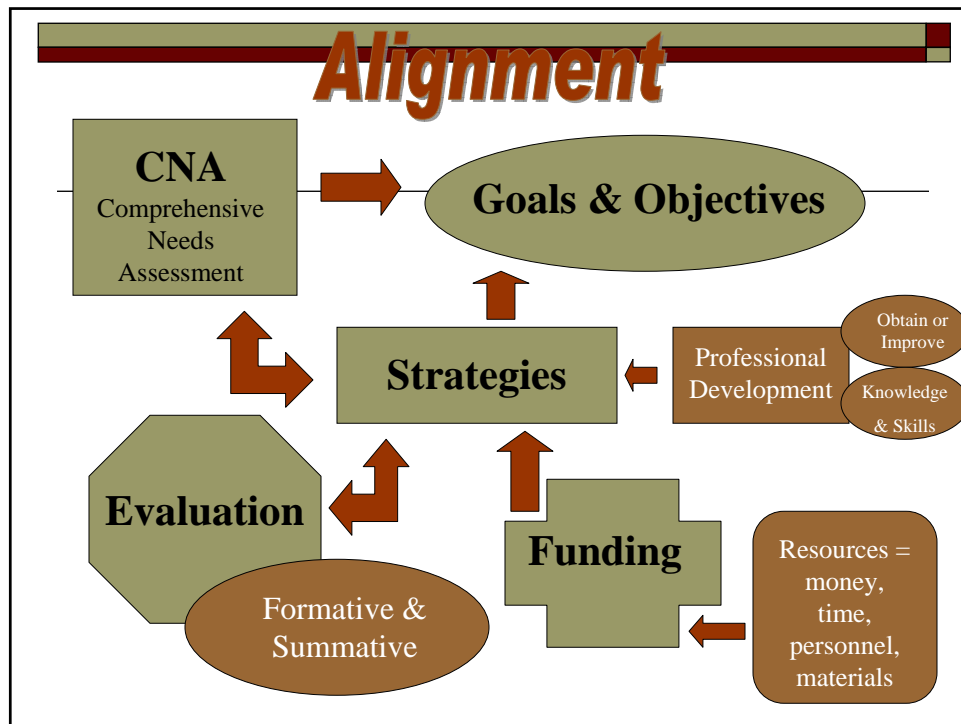
- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Title I A | <input type="checkbox"/> General |
| <input type="checkbox"/> Title I D | <input type="checkbox"/> JOM Funds |
| <input type="checkbox"/> Title IIA | <input type="checkbox"/> TCAP |
| <input type="checkbox"/> Title III | <input type="checkbox"/> SDI+ |
| <input type="checkbox"/> Title IV | <input type="checkbox"/> School Improvement |
| <input type="checkbox"/> Title VII | <input type="checkbox"/> 21 st Century program |
| <input type="checkbox"/> REAP | <input type="checkbox"/> Grants |
| <input type="checkbox"/> Title VI | |
| <input type="checkbox"/> SPED funds | |

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Goals/Objectives/Strategies Template

Performance Goal (NCLB) Number:	NCLB Goal Spelled out here:		
Prioritized Needs Listed here: Place Check in those applicable needs			
Measurable Objective(s) To Meet Goal	Programs, Strategies, Activities To Achieve Objective(s)	Performance Indicators	Funding Source That Supports Objective(s)

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Examples of issues from last year

- ❑ There is a goal and objectives for safe and drug free but I don't see any needs that are related to this. How did you arrive at this goal? Please list a need in Question #6.
- ❑ (NCLB #3) is about teachers becoming HQT. Are you actually working at getting teachers to the status of highly qualified? If this is PD, you should indicate professional development under both the reading and math goals rather than here.
- ❑ The needs summarized in #6 should be detailed in #5 relative to the data that prompted the concern or recognition.

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Examples continued

- ❑ The NCLB goal does not agree with the content of the objectives.
- ❑ If any of the Professional Development is for K-12, then you must make your reading and math goals for K-12 students.
- ❑ All of the objectives are in one row. It is difficult to tell which indicator goes with which objective and strategy.

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Examples continued

- ❑ There are no objectives for reading and math for students with disabilities. The district should work with Melissa Flor to ensure that the special education needs are met.
- ❑ Under both goals include as a strategy professional development in math and reading in the elementary and junior high.
- ❑ CSR is listed as a strategy in both reading and math goals, and give the funding, and CSR is listed as a strength in #6 but not checked as a priority. It should be.

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Fiscal Considerations

- ❑ Available funds
- ❑ Allowable use of funds
- ❑ Reservations for private school equitable share
- ❑ Requirements for professional development

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Title I District Set Asides

- ❑ 10% for professional development if in district improvement
- ❑ School Improvement Choice Related Transportation
- ❑ School Improvement Supplemental Educational Services
- ❑ 5% HQT and QP
- ❑ Parent Involvement Set-Aside (1% for LEAs with allocations over \$500,000)
- ❑ Homeless

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Title I District Set Asides

- ❑ Optional set-asides for district level activities:
 - Administrative Costs
 - Professional Development
 - Indirect Costs
 - Neglected or Delinquent
 - Non-Instructional Services for Non-Public Students
 - District Level Preschool
 - District Level Summer School

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Budget sheets

Blank budget sheets are available on the department's website at:

<http://doe.sd.gov/ofm/grants/LEAapp/index.asp>

These may be helpful to use during the consolidated application committee meetings as decisions about use of federal funds are made.

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Questions



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